

ONE BIG PAIR OF UNDERWEAR by Laura Gehl

Common Core Curriculum Guide: Mathematics

Kindergarten teachers... You can use ONE BIG PAIR OF UNDERWEAR in the classroom to help your students meet the Common Core State Standards!

First...read the book aloud to your students.

Next, look below to find ways you can use the text and pictures from the book to support the Common Core State Standards in Mathematics.

Standard [CCSS.Math.Content.K.OA.A.4](#)

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

What you can do in your classroom:

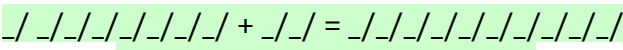
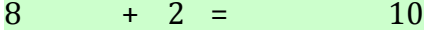
Read aloud: "Eight long sticks and one slick puck. Nine excited skating ducks." Then ask: "How many ducks are there?" (9)

Next ask: "If we wanted to have ten ducks, how many more ducks would we need?" (1)

Once students are comfortable with the concept that 1 more duck added to 9 ducks would make ten ducks (use manipulatives as needed), ask, "How many hockey sticks are there?" Then ask: "How many more sticks would we need if we wanted to have 9 hockey sticks, enough for the 9 ducks?" (1)

Next ask, "What if we wanted to have ten hockey sticks? We have eight hockey sticks, but we want to have ten hockey sticks. How many more do we need?" (2)

Ask students to draw eight hockey sticks. Then ask them to draw the number of hockey sticks needed to make ten hockey sticks.

On the board, draw 
Beneath, write 

Continue backward through the book toward the beginning, following this pattern, to give your students practice finding the number that makes ten.

Standard [CCSS.Math.Content.K.CC.A.3](#)

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

What you can do in your classroom:

Read aloud each page, pausing after the first two sentences of each verse.

For example, read “One big pair of underwear. Two brown bears who hate to share.” Ask students to write down the number of pairs of underwear (1) and the number of brown bears who hate to share (2). Then read “One bear wears the underwear. One bear cries, “That isn’t fair.” Then continue on to “Two small sacks of salty snacks. Three young yaks with black backpacks.” Ask students to write down the number of sacks of snacks (2) and the number of young yaks (3). Continue following this pattern until the end of the book.

When you finish the book, each student’s list of numbers should look like this:

1, 2, 2, 3, 3, 4, 4, 5, 5, 6, 6, 7, 7, 8, 8, 9, 9, 10, 10, 20

To extend this activity, ask students, “Who can tell me a number that you wrote down on your paper?” As students list numbers, write them on the board, in order. Leave 9 blank spaces (underlined, hangman style) for the numbers between 10 and 20, and one blank space before the number 1. Ask students, “Who can tell me one of the numbers that is missing?” As students name the missing numbers, you can encourage them to come up to the board and write the missing numbers, or you can write them yourself.

After the numbers 11-19 are on the board, draw the number 11 on the board like this (you may use stars, tally marks, or another shape):

***** + * = 11

Then draw the number 12 like this:

***** + ** = 12

Now ask a student to come up and draw 13 in the same way. Repeat for the numbers 14 through 19.

Congratulations...you just helped your students meet another standard (see below).

Standard [CCSS.Math.Content.K.NBT.A.1](#)

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.